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The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE)

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SELECTED SPEECHES FROM A WORKSHOP FOR AIDES TO TEACHERS OF THE TRAINABLE MENTALLY RETARDED

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Editor

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Michigan Department of Education
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Lansing, Michigan

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Introduction

During the week of August 26th to 29th, 1968, the State of Michigan's Department of Education sponsored a workshop for sixty-five aides to teachers of the trainable mentally retarded. The workshop was motivated, in part, by the growing realization within the entire sphere of education that there are numerous teacher responsibilities that are unrelated to the instructional role and can be absorbed by other individuals. The utilization of such paraprofessionals in the area of special education has been recently reviewed by Kenneth R. Blessing (Exceptional Children, 34,1968, 107-113) and has received increased attention in the Second Report of the President's Committee on Mental Retardation.

The emphasis within the workshop was upon exposing the supportive personnel, who differed widely in their experiences with the retarded, to teachers and state personnel who have been involved in some of Michigan's leading programs for the trainable retarded. The instructional activities ranged from formal lectures to small group discussions to demonstrations of teaching techniques and audio-visual aids. As workshops go, it was brief, concise, yet intensive in so far as the aides were exposed and had access to some twenty-two contributors.

The workshop was not a one way street, i.e. focused only upon what information and techniques the staff and contributors could "cram" into the aides before the new school year began with all its bustle and confusion. We, as a staff, also learned a considerable amount about the kinds of people who serve as aides, their motivations and attitudes toward this role, and the wide range of responsibilities that they accept within trainable programs.

In reflecting upon these responsibilities, it would be judicious to mention that the workshop contained two distinct groups of aides in so far as their working environments were concerned, i.e. those who worked in community programs as contrasted with those in institutional settings. Secondly, no attempt was made by the staff to validate what the aides indicated to be their work assignments or personal contributions to the respective programs. Both of these variables are worth mentioning because we encountered a variance in responsibilities between the two categories of trainable programs as well as within any one classification. It would be appropriate to investigate further as to whether the following responsibilities are congruent with information gained through observation.

REPORTED RESPONSIBILITIES OF TEACHER'S AIDE (INSTITUTION)

1. Teach: sensory training, arts and crafts, domestic skills and cosmotology, speech and language development, self care, readiness activities, socialization, gardening.
2. Handle the physical fitness classes.
3. Select and order supplies, materials, and equipment.
4. Plan and supervise field trips.
5. Plan and organize programs and classrooms.
6. Complete progress evaluation charts and reports.
7. Assist in planning to improve living quarters and patient care.
8. Supervise and assist with feeding programs.
9. Teach children to walk and play.
10. Assist with music program.
11. Keep equipment in repair.
12. Transport children to and from classes.
13. Supervise sheltered workshop.

REPORTED RESPONSIBILITIES OF TEACHER'S AIDE (COMMUNITY)

1. Supervise: when teacher isn't present, on the bus, in gym and showers, playtime and recess, children's wraps in morning and afternoon.
2. Work with: individual children, small groups, slower children, hyperactive children and when teacher has the rest of the group.
3. Collect lunch money, take attendance, clean after activities.
4. Prepare: lunch, bulletin boards, work sheets for class, art and crafts materials.
5. Keep records.
6. Teach: cooking, sewing, music.
7. Escort children to: washrooms, cabs, buses.
8. Answer notes and phone calls.
9. Order films and run projectors.

It should be obvious to the reader that the role of the aide is subject to a wide degree of interpretation by supervisory personnel as well as the situational needs of the individual program and setting. But, paramount to these considerations is the aide's own development in shaping her role in the educative process along the lines of her ambition and ability. In the final analysis, the success of the workshop is measured by the degree of increment it can manifest in these two human factors.

My deepest thanks to Nancy Bliss, Sue Hann, Judy Spletzer, and Glenda House for transcribing, editing, and typing the speeches, and to Mrs. Jane Walline for her assistance in organizing and conducting the workshop.

CJK

Group Teaching of Trainable Retarded Children

Marjory L. Lill
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I thought I would start this morning with a few definitions. Teaching is to show, guide, direct; to make to know how, show how; to school, train, or accustom to some action. Trainable is to be developed in strength or ability. Discipline is the training or course of training which corrects, moves, strengthens, or perfects; to train in self-control or obedience to given standards.

Julia Molloy of Orchard School has best described a program for trainable children. "The purpose of the training program for trainable retarded children is to provide for them an opportunity to grow physically, emotionally, intellectually, and spiritually, in order that adequate selfcare, social adjustment, good planning of leisure time, and satisfying usefulness may be realized for living comfortably at home or in an institution." Just a couple of words on my philosophy of education. There are no secrets to education. I believe you can take a child where he is, and take him as far as you and the child can go; it doesn't matter whether this is a day-care child, a trainable child, or a gifted child. The problems are all the same. Education is problematical. You figure out what it is the child needs and you try to help him. I also believe that in education, the children come first, parents second,and educators, third.

The following are nine important guidelines for teaching a child any subject or task:

1. Know your child. Find out his level of development and how he learns best. Does he learn best visually, auditorily, or tactually?
2. Make his learning experience a pleasant one.
3. Always have an enthusiastic attitude towards the child.
4. Teach each child the simplest way, and in stages, one step at a time. Teach the easiest part first. The breakdown of tasks is not easy. You have to be very careful that when you break a task down you are still teaching the original task that you intended. Sometimes, we think we are teaching one thing and we find out we have actually taught something else.
5. Give ample time for each task. Here again, these are general statements. There are some children that need to be hurried.

6. Be consistent. Be firm.

7. Have realistic motivation. Motivation must be at the child's level, not at yours.

8. Give encouragement and praise for real effort. I think the key word here is "effort." Did the child try to accomplish the task? Is he beginning to come along as you wish him to?

9. Be flexible. If one method or technique does not work after adequate trails, analyze the problem carefully, and try a new approach. If you aren't making mistakes, you are not teaching as far as I am concerned. We make them all day long. If everything is always going perfectly, you had better find out if you're getting through to the children.

Teaching is not easy. But the most important thing in dealing with children is to get across the idea that "I may not like what you're doing, but I like you." You can be stern and firm with the child, but can leave him with the impression that you like him. There are certain things, perhaps, that you don't like. Our trainable children are not used to success. They have failed many, many times. They fail at home, they fail on the playground, they fail socially with other children; they are shunned. So it's most important to keep everything at their level and simple enough that they may succeed many, many times during the day.

Starting In The Fall

Now, how to teach. I think I'll start by talking about how I'm going to start out in the Fall. I'll be working with Kindergarten level children. The first thing is to evaluate the child. What are the child's needs? This child's needs. Not the trainables, in general, in the State of Michigan, but each child's needs. What are his needs mentally? What are they physically? What does he need in the line of language? By language, I mean communication. We have verbal and non-verbal children. How do you determine the needs?

Records and Evaluations

There are many formal tests that can be given. The ITPA (Illinois Test of Psycho-linguistic Abilities) for language. The Frostig for visual perception. The Kephart test for perceptual motor control. These are good tests. But, I find that teacher observation is one of the best methods. You can use some of the more sophisticated tests to confirm your findings. Your past records also will be of help. My favorite is

the anecdotal record. Here is where I feel an aide can be a valuable help in the classroom. An anecdotal record must be an objective record. It must be about what the child did, not your opinion of what he did. For example, the children were told to stand up, X child didn't stand up. He shuffled his feet, he moved his left arm high in the air, then he jumped straight up. Avoid saying, "Because he didn't want to get up, he did this and this and this." Don't make judgements on your anecdotal records. Simply state what it is that the child did. Later, you can read these records and determine a great many things about the child.

Last year, we had a case of a boy who's behavior is some way bothered me. I'd watch and watch him. Pretty soon we discovered, that he was using only one eye. The child was seven years old and had eye surgery at the age of four. The doctor still missed it. Well, he had 80-20 vision in the eye which happened to be his dominant eye, which was most important. Luckily, they were able to correct it to 40-20. The parents said, "Why didn't we see this?" and I said, "Because you are parents." When I go home to my own children I know what they're doing, and you all do too, but you are not watching them. Most of the time, you're listening to your children. Mother is in the kitchen. The kids are in the family room. You hear a noise and 9 times out of 10 your husband will say "What's that?" You'll reply "Oh, it was just this or this." You're not really observing the child. As teachers and aides, we have the best opportunity to observe and to find out more about the child.

There are other methods to evaluate the child and program. You can use checklists. There are many good ones around. But, there are many that are much too long. If you ran a checklist on every child you'd use the first two weeks of the school year. They can be cut down to one's own program. I like checklists on:

1. Self-care, i.e. eating habits, bathing habits, toileting, dressing, and grooming.
2. Motor development.
3. Social maturity and manners.
4. Language, here again, I stress that this is communication. Children can communicate beautifully without uttering a sound.
5. Personality characteristics.

Group Teaching Methods

There are three methods of teaching. First, is the unit method in which you use a broad subject for motivation. Secondly,

there is the project. By using a specific project you try to bring in all of the skills you are trying to teach. The third one is teaching a specific skill by which you work backwards to the unit method. You always have to keep in mind the necessity of teaching skills as they are needed. In other words, don't teach something separately if you're not going to be using it at whatever age level you are working with. Teach the skill when it is needed.

My favorite method is the unit approach. I think it is easier to motivate with the units method. This summer I worked with some very young Type A students who were just at the threshold of reading. Normally I throw away the murals and things that I use in teaching, but this one I saved. (Shows "Summer Olympics" mural to the audience.) This is the kind of thing with which you can build concepts and tie together a whole unit of work. You can put most anything on a bulletin board this way, because it's the children's work and not as distractable. We concentrated on a Summer Olympics unit.

We went on field trips once a week in the schoolbus. We went to the stadium at Michigan State University and related it to the stadium being built at Mexico City for the Summer Olympics. We saw tennis courts and talked about lines, squares, and rectangles. We watched people skate at the ice arena, where we saw the circles and figure-eights, etc. We watched the young men training for the Olympic trials in the outdoor pool. We saw the synchronized swimmers in the indoor pool. Here again, they were working in straight lines and circles. We saw Dr. Siefeldt's program in gymnastics for young children. We saw the trampolines, mats, and balance beams. We also watched the wrestling clinic and the people there were very gracious about explaining to the boys and girls the importance of exercise in the warm ups before the young men started to go through their wrestling maneuvers. Now, each child made these things on a smaller scale and has them in a book. This puts the story together.

Regarding the mural that you just saw on the Summer Olympics. We got language out of it, we had our lines and circles, we had our different textures, we had our games, we had our physical training, we did a lot of wrestling, we learned our manners, we learned conduct on the bus, we learned conduct being in public places. I want you to know that we took the children into the ice arena in the morning when the competitive skaters were doing what they call "patch." They each have their own piece of ice on which they

practice their circle-eights. Not a sound is uttered during these times. This demands a very fine kind of coordination for the skater and they must have it quiet in the arena. I thought, "Well, we can always go in and out real fast!" Those children sat there for a half an hour, didn't utter a sound, and were fascinated.

Farm Unit

We did a farm unit one time with our trainable children. As you notice, there is an element of "cheat" in everything. Well, we cut and the kids painted. We made a mural such as this, and each child did a barn. (Shows book of farm animals to the audience). These children do like to have things that look like what they should. There are many times that they should be cutting for the experience of cutting and increasing their skill. So, it depends on why you're doing the unit and this determines whether you or the children do the cutting. We had our cow in different fields on our boards, and we used this for number concepts. We used our bulletin boards for everything. We did horses in finger paints. We did lambs, and that was fun, picking cotton off our fingers all day long. But, it has a different feel to it. Our pigs were made out of crepe paper, and that too had a different feel. We also had chickens and ducks. This unit was done by 6 to 10 year old trainables. It may take one to three months to build.

Bulletin Boards

The use of bulletin boards is most important. We will sometimes see beautiful bulletin boards, but they will be too high or in a corner of the room. The teachers love them, but they are of no value to the children. In the first place, it's up too high. In the second place, the objects are too small and too numerous. The bulletin boards should belong to the children. By helping them and perhaps doing some of the cutting for them, you can make the room theirs. You can come up with some really great ones, too. The kids will show you the way. The bulletin boards should be learning situations, not just techniques.

Opening Each Day

You should have an opening of some kind. I think that you need to start every day the same. Remember, I work with younger children, and this could be adapted many ways, but the way I start my days is to have an opening such as our pledge to the flag. Granted, nobody knows what they are saying if they didn't

know it was the pledge to the flag. But, here is the time when you all doing something together. This is what other boys and girls are doing, this is what they will be doing later in their Brownie and Cub Troops; so it's a matter of starting.

We have our calendar, which I teach very simply. It's usually just a big piece of tagboard with squares, with only the names of the days, the name of the month, and the number of the day. Distraction is one of our problems with the trainable. So keep it very simple, so that they see only what you want them to see. Don't have a big fancy calendar for the younger children. Teaching just the days of the week and the months would take you all year, and even then you won't have some of the months straightened out.

We have a job chart for the week. We have children who can't find their names on their name tags but they will never miss on the job or where it is on the chart! How do they identify it? This is what we would all like to know. So we have the person who holds the flag, tells the children to stand up and put their hand on their heart, and starts the pledge. Then we have our napkin passer, the one who helps with the calendar for the week, and the one who carries the attendance report to the office. The children love their jobs. But the reason I show this chart to you is because there is no writing on it. (Shows job chart to audience.) It's merely pictures. Let's not confuse the children with writing and letters. Do as many things as you can in this manner.

The Lunch Period

Let me end by talking about the one time that I find to be rich in learning opportunities for children, the lunch period. My teacher aide and I happen to believe that it is important enough that we both stay in the room at this time; we don't take a lunch break when the children are eating. This is the time we get children to talk to each other, instead of having everything adult-child. We encourage them to talk to each other. We can observe spoon handling, hand dominance; we found a lot of trainable children to be left-handed. They happen to be right eye dominant, right foot dominant, and they throw a ball right-handed, but they eat with their left hand. I would like to have this researched by some bright young graduate student someday, but our finding was that if we switched the spoon to the right hand during eating, they actually did it better the first time. We feel they are copying the person across from them at home. Dave Fuller, who is

our Recreation-Physical Education instructor found this to be true throughout the school. Right eye dominant, right foot dominant, but they are using their left ; he is facing you and copying you. So I think we have to be most aware of this kind of thing. We don't have a hot lunch program, so the teacher-aide and I serve them soup on Fridays in order to observe the spoon-handling.

Everything you do all day long should have immediate significance for changing behavior in children. Only through carefully planned and highly structured training can this be accomplished.

Classroom teaching is fun when one is properly prepared and goals are realistic. Enjoy your children!

Trainable Pupil Management

Gail A. Harris
Director of Special Education
Hazel Park Public Schools
Hazel Park, Michigan

I'm very pleased with this large an audience and to think that there's such a variety of backgrounds represented by teacher aides. A variety of programs are also represented here; programs which represent services to literally all ages of individuals, both boys and girls, men and women, located in public schools and institutions. Represented here are programs with many teachers and many aides, situations where there's one teacher and many aides, and where there's one teacher and one aide, and where there's one teacher and three aides.

When we talk about pupil management, we might be talking about many different techniques, such as tapping a pencil as Dr. Kokaska was doing to attract your attention. Some teachers or aides play a chord on the piano to get the attention of the group. Others play soft music and ask the children to sit in their seats until they are all quiet or put their heads down. Others will turn off the lights in order to get the attention of a particular group.

Know the Pupils

When we're talking about "managing" pupils, we must know about whom we're talking. How old are these students? What are their mental abilities? Find this out before they come to school. Try to learn the names of the children during the first week so you will be able to call them by name. Try to find out about the pupil. What are his interests? What are his habits? If they are young children, what are their toileting habits? You can avoid some management situations that might arise if you know some of the answers to these questions.

What is Pupil Management?

I'm using the word "management" to speak of the structure for control of an individual. First of all, there's external control. It may, for example, consist of walking over and putting your hand on a child's shoulder and leading him to a chair when you tell him to sit down. Internal controls often come later. It is important that you keep external control firm and consistent so they can develop them internally and thus learn to control themselves.

Be Organized

Pupil management, first of all, is what you do externally, but then pupils must internalize it so that pupils are managing themselves. Organize everything you possibly can before the students are in class. I'm sure the people who planned this workshop organized everything they possibly could before you were here because this makes for a more productive group setting. Be organized; have your materials ready. Be ready to jump from one activity to the next without having to stop and prepare. You must be prepared. Preparation of materials will be one of the big areas of your activities as a teacher's aide.

Make Constructive Suggestions

Don't ever hesitate to make suggestions for a better program. In the program for the trainable pupils, use your talents wherever you can. If you play the piano, suggest that you can do this. In one situation, a teacher who was not talented in the area of arts and crafts, and didn't know how to type, looked for these abilities while interviewing a new aide so that they could work as a team where one person had the abilities the other lacked.

Have Room Rules

The teacher and the aide must have consistent rules which can be followed. Your rules should be relatively simple. Planning ahead involves not only the teacher, but the pupils as well. They have the right to know ahead of time what's expected of them. A good technique is to ask "Mary, would you tell John what the rule is?" and this may help them to internalize. Set the example yourself. If you want the youngsters to practive good manners, practice them yourself. Show them, whenever possible, how to do things rather than tell them.

Giving Instructions

The trainable child may have a lot of language difficulties, so when you start talking a great deal it really goes in one ear and out the other. The less words you use, especially with the younger child, the better it may be. Rather than say, "I want you to sit down so we can hear this lovely story," just say "Sit." When you say it firmly the child knows you mean it, but when you say it in a hesitant way the child senses immediately that you are hesitant and may continue to roam around the room. You may have to put your hand on his shoulder and guide him firmly and

lovingly to his chair. You may start with the simple command "Sit" and then proceed to "Please sit down" and later go into the more wordy presentation.

Consistent Structure

Be consistent. If the child is supposed to sit when he comes in on Monday, then on Tuesday he's also supposed to sit. Nothing confuses the group situation more than when there's inconsistency. It should be the same kind of structure each day. You should know this structure from your pre-planning with the teacher. Now when you're working with youngsters, they will get restless and want to move on to another task. A child will think of something else to do, so move one jump ahead of him and have other tasks ready.

Don't give a lot of directions at once if you want good management. Tell them one direction at a time until they are able to receive more. It pays, wherever possible, to prepare the children for a change. Now if on Friday you're going to change your routine slightly and have a party, then let them know before.

Expect Mistakes

Expect mistakes just as you would with any other human being. Be patient and know it will take them much longer to accomplish things. You must realize that what might be a natural accomplishment for a normal person would sometimes be a beautiful amount of growth on the part of a trainable child.

Keep calm. I remember once, when I was working at Lapeer State School, I kept thinking "How will I ever get everything prepared for all that we have to do today?" One little, hyper-active boy came into the room first and I said excitedly, "Boy-Tommy-we-sure-have-a-lot-to-do-today-you'd-better-get-busy-and-get-this-all-started!" He looked at me and screamed "Ahhhhhhhhh!" Just then I remembered to be calm, take a step at a time, and work with the individual. I got just the response I motivated from Tommy. I knew the cause of his behavior so I quieted down.

Change Activities Frequently

If the child becomes frustrated, the common sense thing to do is to change in a positive way to another activity. This requires that you lead him to another activity because each child wants to have a successful experience at school. He will learn the struc-

ture of this changing from activity to activity if you keep with it. He will become a positive thinker if you are positive and structure him from one activity to another and know when he is ready to move. You will have a lot of responsibility for this procedure because so much of the work with the trainable child is on an individual basis. The teacher and you will both have your hands full.

The Quiet Corner

It helps if you have a quiet corner in the room. You don't have to build anything special to have a quiet corner. You can sometimes just put the child behind a couple of tables and he gets the sense of being alone. You can put up a couple of screens, or place him behind something so he is not terribly distracted if he needs to have some quiet time. If the pupils are not working well, try to find the cause. If the work is too difficult we must ask ourselves whether it was explained adequately. Should we be doing something else? Is this a practical thing to be doing with this student?

Praise Pupils

Remember, keep on praising them. Praise them for anything and everything that you can. One of your students may be able to work twice as well as another but if the latter one has made good progress according to his ability, praise him. Praise the younger ones especially for sharing because after they have learned how to work alone and then start working with others, they then have to learn the art of sharing. Make a special note of it if you see them sharing. If you see them saying "Please" and "Thank you" and using good manners, praise them for that. After the pupils have used the toilet facilities and washed their hands (and maybe some of you will be teaching them about brushing their teeth and combing their hair), praise them for internalizing good grooming habits. If you can't find anything else to praise and they come to you with a bright smile, praise them for that. In our program we've had children who didn't have much of a smile at first, and we talked to them about greeting other people with a smile.

Fights

An immediate action on your part is necessary if one child is fighting with another. Don't say, "Wait until I go get the teacher and I'll pull you away." Just separate them and involve them in some other kind of activity.

Language

Let their minor mistakes go whenever you can. If they are not talking clearly, but you understand they they have trouble with this, don't try to correct their articulation, but praise them for getting the point across. Always note the small growth and praise them for every bit of growth.

Use Concrete Materials

Try to have more "show" and less "tell" so that everything you do is done in a concrete manner. More show and less tell is also a good technique in so far as pupil management is concerned. An example is the technique of touching a child on the shoulder and taking him to a seat to let him know that you are talking only to him. Always make sure that there is eye contact between you and the pupil so he will have a sense of direct communication with you. At first, the fewer words you use the better. Remember that when you're working with the trainable adult you can verbalize in a more sophisticated way than you do with the trainable child.

A Sense of Humor

Keep your sense of humor! Some of the things that happen which may appear so serious at the time are absolutely hilarious when you think about it later. By doing this, you can laugh with the children sometimes during a "catastrophy" and they will catch on that it is a funny situation. Smile. Always greet the pupils with a smile. Smile whenever you can at the child except when you're giving them "The Look" regarding inappropriate behavior, and this they will recognize. Be cheerful. A misbehaving child may simply need to be redirected in his activities. So most of it you can accomplish with absolute cheerfulness and just change to some other kind of activity.

Avoid Fear Tactics

Avoid fear tactics at all costs. You will be tempted to say "If you don't do this, this will happen" and then your heart will break because you know that is when they will test you. You have to follow through with what you tell children, or if you can't and you're wrong, then for goodness sakes, just back off.

Guidelines

Somewhere along the line I picked up a few ideas on how to get along with people and as I read them I feel they are appropriate

for what we are discussing here today and would like to share them with you. I think they apply very directly to the management of trainable retarded children.

1. Know the names of all people with whom you associate and speak to them often by name.
2. Be quick to praise.
3. Be constructive whenever it is necessary to criticize.
4. Have your temper under control.
5. Be quick to lend a helping hand.
6. Readily admit a mistake and never hesitate to say "I'm sorry."
7. Believe in your work and take a real interest in the welfare of the orgainzation which employs you.
8. Rather than seek a claim for an achievement, be willing to let someone else have the credit and you will get twice as much satisfaction.
9. Assume that other people like you and as a result they will.
10. Believe in the true worth of people.
11. Know that we are all God's creation deserving of each other's respect and understanding.

Communication Skills for the Trainable Retardate

Maybelle Chance
Teacher, Junior Trainable Program
Newton Public School
Detroit, Michigan

For the past twenty-two years I've had the most potent motivation possible for exploring opportunities for self-realization and intellectual upgrading for the trainable child. My oldest son suffered brain damage at birth and is, in a classic diagnostic sense, a trainable young adult. Observations and experiences in the home setting, and a wide variety of professional pursuits, have convinced me that language skills hold the key to success, in areas of social proficiency and economic self-sufficiency for the more severely handicapped child. The ability to verbalize will remain a popular index of intellectual and functional capacity. A structured school program for language development affords the most vital avenue for the retardate's potential for self-projection. This is my personal conviction, and it's always a special privilege to be invited to share ideas when you have a pet theory to promote.

Authorities are not in agreement about the development of language in children. Some say speech is strictly a learned activity and not natural or instinctive as in the case of eating or crying. Others feel that the infant brain is predisposed towards the acquisition of the grammar of natural language. Of course, pediatricians,otolaryngologists, neurologists, psychologist, speech pathologists, and educators all emphasize their one great area of agreement; namely, the importance of early detection and accurate diagnosis of auditory disorders in children, once it is evident that the organs of speech are functioning inefficiently.

When the organs of speech and hearing are in good working order, the normal child will internalize a highly complex, abstract set of inter-related systems. They are a phonological system (an appreciation of sound), a syntectic system (a sense of orderly, grammatical continuity), and a semantic system (an awareness of shades of meaning in words or word groups).

As the infant babbles or emotes through sound, he is establishing the roots of speech. Thought functions do not grow until he engages in problem-solving with the objects which are the toys or tools of his environment. These two separate functions, speaking and thinking, can only be fused by human beings into a single use by the creation of a symbolic language, which leads to the for-

mation of concepts. The final stages of language development make possible the understanding and appreciation of abstract ideas.

Too often, we, as teachers of children with profound language deficits, start at the wrong end of the developmental ladder and expect comprehension of such things as patience, obedience and tolerance. What should our goals be? It seems to me our best hope is the achievement of relevant behavior change through growth in vocabulary development, ability to articulate sounds, ability to use sentences, and conceptualize. By "relevant behavior change", I mean: (1) Freedom from frustration as he gains the ability to give a name to the way he feels at a given time. How can we estimate the mental health value as an elated child voices his feeling and creates a bond of fellowship between himself and his teachers and peers? Others derive pleasure from his happiness. Likewise, the hostile or aggressive child finds relief from guilt when he understands that his teacher really does know how he feels. (2) Loss of self-consciousness as security and confidence grow. There is an increased responsiveness to the learning situation as the child faces requirement which can be met. The teacher must begin where the child can succeed. The classroom environment must encourage the child to form meaningful relationships so that he will have a reason and a need to communicate verbally.

It probably is quite safe to say that all of our classrooms have children with wide ranges of etiological backgrounds. This means that we shall try to include recipes for developing communications skills which can be quite general in the group applications. Authorities, Albert Strauss and Laura Lehtinen, would have us sharply differentiate between the exogenous and the endogenous child. All teachers, ideally, would use one set of procedures in dealing with the exogenous or brain-damaged child whose mental deficits stem from prenatal or postnatal trauma, meningitis, encephalitis, or birth injury; and quite a different educational approach for endogenous children suffering from familial feeblemindedness. However, you and I know that the trainable children included in public school and institutional programs are one grand conglomerate and we must function realistically on a day-to-day basis within the limitations of our respective settings. This is not to deny the effectiveness of one-to-one instruction in a sterile cubicle; but rather, to equate all problems with those of all educators who can only dream of teaching under ideal circumstances.

No amount of planning of school experiences can accelerate the maturational process itself. The experiences, can however, be so

structured and manipulated as to stimulate the need for communication and then be used to capitalize on every learning asset available to the child. Learning to listen (compelled attention) is the first stage through which perceptual learning must proceed. Stimuli must be kept simple, clear, and varied. Use a large toy cricket or a noise-maker of some kind to interrupt a quiet activity. Then ask, "Why did you look up? Where did you hear it? What did you hear?" Discriminate between sounds made by tapping such materials as wood, metal, cardboard, glass, or paper. Distinguish between loud and soft sounds on the piano. Experiment with loud and soft voices. Drop objects making loud and soft noises. Ring a bell from different parts of the room. Tap a rhythm on the desk. Let the children repeat the pattern. Talk about outdoor sounds and indoor sounds, such as rain, thunder, tearing paper, or the noise made by the pencil sharpener. Identify sounds made by different musical instruments. Go for listening walks. Can you hear a truck on the highway; a bird; or the wind blowing? Blindfold one child. Have another call out his name or say "Good morning." Let the child identify the caller and then indicate which part of the room the call came from. When the child has developed an appreciation of the sounds surrounding him, try singing ascending and descending note sequences, using different syllables each day. There is no sound in the English language which cannot be taught through noises. Try "ma, ma, ma; ba, ba, ba; no, no, no; toe, toe, toe; lo,lo,lo", or similar combinations of consonants and long vowel sounds. Severely retarded children of all ages seem to respond happily to vocal exercises which help them learn to manipulate their articulatory apparatus. Tongue movements, lip positions, and breathing patterns will be used in new and unaccustomed ways. Keep in mind that the object of all language activity is ultimatley the free use of words for self-expression. Never let concern for articulation interfere with the child's effort to communicate. When the day comes that speech is being used so freely that attention to the correction of defects will not hamper the use of language, therapy for improved articulation may be undertaken. The professional teacher and the concientious aide, will set individual goals for each student. Both will constantly hunger for more and more methods and materials to aid in realizing these goals. Let every activity in the school day be a part of the language game. The child's school world should be filled with the spoken word. Name everything he handles, plays with, or eats. Verbalize in simple language whatever he is doing at a given time. You can say, "Take a bite. Chew. Swallow." He doesn't know that what he is doing is swallowing unless you identigy this act with this word. Accompany oral directions with gestures. Give your imagination a free hand.

Take the group on a classroom bear hunt, in which they must follow the leader as he climbs the top of a hill and down again (use a slightly elevated balance board). Then he makes his way through a corn field where he pushes back the stalks. He can swim across a river, get stuck in the mud, pull his foot out, and finally he may see a cave on the other side of the room. "Shall we go in? It looks dark and cold in there. Who has the flashlight? Look out! I see a bear!" Then everybody runs for their seats.

Relaxation is the first of the Big Three R's for the retarded. The other two are repetition and reinforcement. Whenever possible, new words should be related to actions, objects, or pictures. Food items, for example, should be shown, handled, and eaten. An action word such as "pull" might be demonstrated by pulling the child toward you, having him pull a rope, or pull a toy. Action songs are wonderful for creating many concepts. Nursery children and older ones too, enjoy, "I'm small, small, small. (Child stoops down.) I'm tall, tall, tall. (Stand on toes and stretch arms.) Now I will not move at all." "Touch your eyes. Now your nose. Touch your shoulders, hips and knees. Hand at side. Stand still please." One must go slowly enough with this verse for the child's ability to made the proper identification of body parts. Encourage flexibility in word use. Shake should not mean exclusively "shake hands". Show a picture of a dog shaking himself to get dry. Have the child shake his head, his feet, his arms, a toy, a box a paper bag. Do the hokey-pokey to dramatize body parts and shake yourself about.

All kinds of social dramas can be played out in the classroom. These might concern table manners, good grooming, introductions, and answering the telephone. Sometimes the use of puppets allows the child to comfortably play a role, as he loses his own identity and becomes the puppet. If the children have made puppets as a craft activity, be sure you provide the time for them to describe the procedure. This involves recall of materials and a sense of the sequence of activity. Our children need a great deal of encouragement in order to master both immediate and delayed recall of events. All successful efforts merit sincere praise. Ask about weather facts from the previous week, or rules from games played the day before, or even the hour before.

Another obvious language gap is the absence of prepositions in the speech of the trainable child. The instructor must deliberately stage situations to elicit responses in prepositional phrases. For example, let a child hide an object, and you close your eyes. Then let him whisper his description of where he put it - on the table,

under the chair, beside the lamp, or over the sink. Many playroom or gym activities provide a wealth of opportunities for language skills, as the child crawls under the rope, jumps over the box, or runs from the corner. Don't fail to make use of those situations for him to get the grammatical context of speech.

Final consonants are frequently omitted by retarded children. One teaching technique which seems effective is to sit close beside the child as he is using the scissors, and whisper, "Cutting, cutting." Then ask, "What are you doing, John?" Eventually the child hears the stressed "t" and returns a whispered "cut." Words ending with ch, t, or p, may be used to strive for initial successes. These might include such words as painting, punching, catching, hitting, or touching. If choral speaking is attempted, and it does provide an excellent avenue for the exploration of volume control, and inflection variations, be sure to consider the general development level of the group, as you select poems with lyrics that are meaningful.

Dramatize such actions as swing, push, throw, run, hop, or jump. Teach parts of clothing, such as pockets, belt, tie, sleeves. Teach names of people on the staff, members of the family (you'll be surprised how many can't give you the names of brothers and sisters), and members of the peer group. Let the children select team members for all activities by calling their names. Be consistent about counting when you select your teams. Keep a name chart handy in the room at all times. Children enjoy checking in each morning, time-clock fashion, by selecting their own name card and placing it after its proper number in a pocket board. These cards may be freely taken from the board whenever help is needed in writing or printing the name on classroom projects.

Now, let's get back to what is meant by a "structured language program." We have already said that every activity of the school day is language activity. However, the establishment of a routine for specific procedures helps the disoriented child cope with time segments. We all know how the trainable child manifests constant anxiety about what comes next. If you utilize the tape recorder as a teaching device, then use it exclusively on Tuesday mornings or the first period on Thursday, or after lunch. When the child sees that this equipment is present, he gradually recognizes that this is Tuesday morning, and suddenly his school environment is more comfortable and secure.

Accentuate the positive whenever possible. Instead of a rambling review of the weekend's dire events, suggest, "Tell me about something pleasant that happened at your house this weekend." Within reasonable limits, the teacher should work on number concepts on

specific days, and with an eye to specific time slots. This not only helps the child to develop time concepts, but is a great aid to lesson planning. The teacher assistant can then anticipate certain activities, and the necessary materials. Music, recreation, grooming, home skills, crafts, and leisure time training should be as diligently and systematically planned as the arithmetic, literature, and social studies periods of the so-called "normal child's" school day. If you as teacher aides are not blessed with teachers who plan a structured curriculum, be as circumspect and politic as possible, but push in this direction with every means at your command. Set up the felt board at a certain time of the day and a certain time of the week. Play a counting game every Monday afternoon just before dismissal. Make it your policy with your group, if you are given this kind of freedom, to try to structure the day with the same kinds of activity at the same times whenever possible. The group will soon surprise you with their awareness of the position of the hands on the clock.

It is unfortuantely true that a poor aide can cause the complete breakdown of the classroom routine, while a truly creative and cooperative aide makes it possible for a mediocre teacher to get dramatic results. Since the objective of each of us is the social, physical, and intellectual upgrading of the retarded child, let's assume that the end justifies the means. In this vein, I'm going to urge all of you to exert subtle influence on your teachers to build language lessons, on what used to be called the "unit plan." The central theme for three full weeks or more could be "All About Trees." First of all, this would involve a field trip. Children could inspect the texture of the bark, the kinds of leaves, the relative sizes of different species, the buds or fruit, the colors and rings on the inner surfaces, and the spreading patterns of the roots. Then one could proceed to pictures and discussions of how trees help people. Families become involved as everyone competes to name articles made from wood. Comparisons are made between wood, metal, and paper. Objects are made out of wood in the craft room. The home skills instruction might center on foods which come from trees. This saturation treatment inevitably proves effective.

Some of the most successful unit themes have included, "My City", "Things That Go", "New Clothes", "Food We Like", "Furniture For My House." As often as possible I try to get the family in the act. None of these ideas sparkle with originality, but much creative teaching can enter into the development of the concepts. Areas of exploration which will be foreign to the child's future environment should be avoided. I would much prefer that time be spent on learning about plants and animals than Indians and Eskimos.

Choose a part of your language period to begin a simple story. Let the children develop an ending. It can be as simple as, "Mary went to the park with her mother. She started to swing on the swing and kept going higher and higher. What do you think happened?" When the story has been developed, allow time for retelling in sequences. The following day, or perhaps even the same day, include exercises in recalling detail.

Action pictures are excellent for eliciting responses in sentences. Most of our schools, fortuantely, have ready access to excellent audio-visual materials. Be persistant in your efforts to put these technological gems to good use in your school program. Sound films, film strips, overhead projectors, language master, and tape recorders should play increasingly important roles in developing communication skills. These devices make it possible for attention to be automatically focused while extranious stimuli are blocked out or eliminated. Fluent verbal expression will only develop through broad exposure to sensory experiences with accompanying verbal stimulation. Make use of materials available through your libra- or museum lending collections. Pictures, puppets, stuffed animals, models of homes, furniture, airplanes, and people are obtainable for the asking.

The greatest hope for the success of any workshop lies, in my opinion, in the opportunity for the pooling of the success experiences of all who work in the classroom with children. We have all conceived original ideas for training the trainables; some have not worked out, others proved to be highly effective. Each year, for example, I plan in September to have the children build a taxicab. They are especially interested in this in Detroit because most of the children are transported by taxicabs. We start with large cardboard boxes; they paint the checkers on, and while they are doing this, they are trying to recall other unique identification items on their own taxis. Usually several will think of license plates, cab numbers, or meter boxes. Chairs are placed between sections of the cab in such a way as to accomodate a passenger and driver in the front and two passengers in the back. The most exciting part is the toy dashboard and windshield, which,when placed on a filing cabinet, is just the right height to enable the driver to steer, blow the horn, shift the gears, turn the radio on, and use the heater controls. We have a great variety of language experiences: passengers tell what they see outside their windows; drivers introduce new passengers to the others; members of the class warn of approaching cars, pets in the street or children on bicycles.

In using this form of dramatic play, the immediate goals are

the: promotion of fluency, socialization involved in the exchange of ideas, increase in awareness of things going on around them, easing of the child's adjustment to a school situation, and creation of a classroom atmosphere which leads children to regard school as a safe, pleasant place to be with others. Specific speech training is taking place as the group assembles and uses the taxi. Flat tires make the sssssssss sound of escaping air, p and b sounds are made to imitate the sounds of the small, foreign cars, pppbbb. New vocabulary concepts are built as they apply brakes, stop for gasoline, or listen to the engine.

Voices which are thin, coarse, metallic, monotonous or tremulous can be noted as the teacher listens to the individual's speech performances. Emphasis can be placed on pitch level, breathing habits, tone production, or development of adequate flexibility. Again we should emphasize that no effort should be made to alter faulty articulation habits, poor breathing and speaking habits, or deficiency in voice quality until the child is using language freely.

Regardless of the stage of development, activities which lend themselves to increased control of the articulatory mechanism should be included in your curriculum plan. Some of these might be the blowing up of balloons or paper bags; blowing bubbles; blowing cut up bits of facial tissue toward goals set on the table; licking jam placed at various points around the mouth; closing lips on facial tissue to leave a lipstick imprint; taking a Cheerio from under the nose by using the tip of the tongue; and pretending that peanut butter is stuck in the roof of the mouth and attempting to get it off with the tongue. If your concern is for a child who stutters badly, my best advice would be to seek the help of a speech therapist. The speech consultant serving our Detroit area classrooms has made invaluable suggestions. Undertaking correction of emotional and mechanical defects without special knowledge of cause and effects could be extremely hazardous.

The Eisonson - Ogilvie Picture Test for sounds in three-word positions, (initial, medial, and final), has proven a valuable diagnostic aid as well as a basis for lesson planning. Again, the child's whole family was enlisted as we collected material for individual sets of sound pictures. One child might have: paint, puppy, and step, which illustrates the p sound as it occurs at the beginning, middle and end of the word. Another student would seek large color pictures of tiger, kitten, and bat, for the t sounds. This involved most of one semester before we had enough good illustrations to serve each individual child. He used these sets for a form of word bingo as the child mastered the various combinations. The pictures are of objects readily recognized by the children and can

be incorporated in plans involving the language master or the tape recorder.

Regardless of the method by which the correct sound is produced, whether it's phonetic placement, imitation, or repitition, the teacher must try to focus the pupil's attention on the feel of the sound as it involves the tongue, jaws, lips, palate, and throat.

In an effort to summarize what we know about the development of speech and language, we must emphasize the following ideas:

1. There can be no speech without an inner orientation, a good body image, and an outer orientation, concerned with relationships between the parts of the environment and the child. This can only result from looking, listening, touching, and manipulating. The sensory experiences are prerequisite to language and speaking.
2. Training in perceptual skills such as form perception, space discrimination, and auditory perception must precede language training. Help him learn to discriminate between sounds. Then help the student learn to manipulate his articulatory apparatus, tongue movements, lip positions, and breathing patterns in new and unaccustomed ways.
3. Refer children with obvious organic involvement to a professional specialist.
4. Become informed about phonetic placement techniques, but guard against experimentation in areas of sound mechanics, which should be done by a specialist.
5. Provide motivation in games, projects, and conversational situations for the child to carry his corrected speech into everyday speech.
6. Insist on a classroom atmosphere which provides optimum learning conditions and frees the pupil from embarrassment and self-consciousness.
7. Become familiar with the background information concerning the child's behavior, family and general health.
8. Enlist the cooperation of the child's family. When he finds speech enjoyable, he will automatically assume responsiblity for communication. Goals can then be set for increased speech proficiency. A discussion of these goals with parents should be a part of the teacher's responsibility.

Be liberal with praise as each step is mastered. Take a long look at each child and pursue the direction indicated using humor, judgement, and, above all, praise.

The Aide's Relationship with Parents in Programs for Trainable Mentally Retarded

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Parents of children with marked mental retardation are to be troubled people for perhaps their lifetime. Some are more bothered than others; but the problems do not shrink as a retardate grows older.

No matter how gently or bluntly a doctor may reveal their child's mental retardation, parents experience deep shock, anguish, and bewilderment. They often doubt the doctor's judgement and start going from one doctor to another or several clinics, hoping to disprove the first doctor's opinion or find a miracle cure. They often turn to their priest, minister, or a psychologist for counsel and solace. They need more than medical advice.

Until a few years of late in education, classification of mentally retarded children fell into two categories; the "educable" retarded and the "uneducable." The latter, if entered at all, were eventually excluded from school. To accept other than educable children, school systems authorized a new division for the "trainable" mentally handicapped.

It used to be that all children who had been excluded from school were homebound, sent to a private boarding home, or committed to a state institution. But waiting lists of the state home and training schools were so long that a date for admission was very uncertain. If a private day school or boarding home could not be found or finacially afforded, these children became custodial attachments to their families' activities and emotional structure.

What is the relationship of the teacher-aide to the parents of trainable mentally retarded children? The mothers are very apprehensive of their childrens' acceptance anywhere. Each day, they send their children to school with hope, and probably even with prayer, that teachers and aides will have sincere

patience with their children. The cordial attitude of an aide toward mothers means very much to them. They live in constant dread of receiving the message of exclusion. This matter is not for an aide to discuss with parents. An aide merely plays the "friendly role;" not an advisory one. For instance, if an aide is questioned by a mother as to her child's behavior or progress, an aide might say, "Please speak to the teacher. You can get better information from her." Then she can help the mother see the teacher.

It is the aide's manner of greeting that may, or may not, help the mother face the teacher. An aide's assisting role between the parents and teacher can be of real help to the trainable program's objectives: to train children toward their best performances and lessen the anxiety of the parents.

An aide's attention must be focused on giving help to teachers. A mood of tension over classroom problems should be avoided. An aide should never put herself between a parent and a teacher. Working as a teacher and aide team is the ideal approach. The aide should always go to the teacher first with questions, reports, and problems. Such action gives the teacher a feeling of confidence and true teamship with her aide. The administrators have placed primary responsibility for a class on the teachers.

If a clear line of information is open from the supervisor to the principal, to the teacher and the aide, there should be little reason for a breakdown in teamship. The secret lies in mutual respect for each person's position and loyalty to the program. If children are to benefit, the program should be based on an atmosphere of congeniality. The aide can contribute a great deal to the creation of this congenial atmosphere.

Where Do They Go From Here?

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Basically my topic is "Where do they go from here?" What happens to the retarded individual, specifically the trainable retarded, when he leaves the classroom?

First of all, let's look at vocational rehabilitation. What services do they have to offer your youngster during the period from sixteen years on, or do they have any? In 1965, the Vocational Rehabilitation Act was amended to provide long-term diagnosis for the severely handicapped, and this included the trainable retarded. The Rehabilitation Agency has three criteria on which they base service. First, does the person have a disability? Secondly, does this disability constitute a vocational handicap? There is little doubt as to the answers to these questions. We know that the trainable student is generally severely vocationally handicapped.

The third criterion is one which is called "feasibility." This means that the retarded individual has the potential upon receipt of rehabilitation services to work in what is defined as "remunerative employment." There are a couple of exceptions to working for money; one is a housewife, another would be a domestic aide who is working for room and board. It is with this third criterion, remunerative employment, that vocational rehabilitation is having difficulties with trainable youngsters. There are presently programs within the state that have tried to work with trainable youngsters. However, they haven't been successful when it's time to place them in the community.

We all know that the retarded can work. I don't think there is one of us here that will deny that a trainable youngster can work and work productively. The problems are: need for intensive internal motivations, and self-direction. These are the things that cause failure.

The second thing which I want to discuss quickly is the fantasy of today, as I see it, the sheltered workshop. Everyone is sending their youngsters to sheltered workshops. This is the place for trainable youngsters. One of the people from our department, who is setting up a sheltered workshop in the state, had travelled around the country to the noted workshops that service trainable retarded individuals. He included Florida, Arizona, and California. In talking with him, he reported that in all these sheltered workshops which are famous for

serving trainable retarded youngsters, he was hard pressed to find a trainable youngster. At one time they did have trainable youngsters. But, what has happened is that, first, the sheltered workshop movement is fragmenting. There are now two types of sheltered workshops. One we might call a sheltered industry. I can use, for example, the one here in Washtenaw County called CAP Incorporated. Their primary purpose is to keep handicapped people on their full time payroll. The other movement, Goodwill Industries would be a good example, is towards a rehabilitation workshop. They are not concerned with providing employment for handicapped individuals. Their concern is to take a handicapped individual who cannot work, put him through the mill, so to speak, train him to be a productive worker, and then move him out for placement in the community. So they are going to have a turnover of clientel. By fragmenting the sheltered workshop, and turning probably more than half of them into rehabilitation orientated sheltered workshops, the trainable youngster cannot depend on as many for terminal employment.

In my estimation, perhaps one out of ten trainable youngsters can work in the community. There are very few statistics concerning this estimate. I did a review of the research that was done on the vocational placement of retarded youngsters a few years ago and I could find very few statistics that actually spoke about trainable youngsters. Many people presumed that trainable youngsters could work in the community, but no one could verify it.

The rehabilitation workshops are good for our youngsters in that they can teach them certain levels of skills. But there is no place for them to be placed in the community. On the other hand, we have what used to be called the terminal workshop or an installation where a person would remain employed. These are the sheltered workshop which the Associations for Retarded Children have fostered. There are a number of these still in the state and they are running into two problems. The first one is automation; the second one stems from the labor laws. I'll try to give you an example of what happens in the sheltered workshop of this type under the present labor law.

The labor laws now require that the sheltered workshops pay fifty percent of the going minimum wage, which is $1.60 an hour. We can take, for example, a company that is assembling carburetors for a cost of $2.00. This is what they would pay the employee. General Motors would pay them $2.00 a carburetor. Now let's say that this person could do two carburetors an hour with an overhead of $2.00 each for a total cost of $8.00. Now, in the sheltered workshop, the trainable youngster can't do two carburetors an hour. He is lucky if he can do one an

hour. His overhead is usually doubled because it takes twice as much supervision and more inspection. Thus, it costs $6.00 an hour for production and the trainable only produces half as many. Even if you're paying the person $.80 an hour, the production rate is really $4.00. So the cost of one carburetor is $4.80 and the cost of two carburetors is $9.60. You can see the difference in overhead.

There is another problem; the problem of numbers. Let's say we built a sheltered workshop on the grounds of Coldwater State Home and Training School. It may be able to train twenty people. This would be pre-vocational training for placement in a sheltered workshop. The workshop may have places for a hundred people. Let's say it takes two months to train each person. At the end of ten months, you've trained a hundred people. At the end of twelve months, you've got twenty more people than there is room for. In a terminal workshop there is no place to go. So you've serviced 120 people within a year for Coldwater and the rest of the institutional population is locked out of the sheltered workshop. So I don't see this as a realistic solution to adult living for these two reasons: the economics and the lack of facilities. The solution, as I see it, is an adult activities center which is a recreational oriented facility. It is a place where a youngster is not put under pressure to produce, where he will not have to be an employee and earner in the same terms as in a sheltered workshop. He can live a more leisurely life.

Mr. Marvin Beekmen, the State Director of Special Education, commented one day, "I wish people would learn that millionaires aren't the only people that should live a leisurely life." I have to agree with him. I think the trainable has just as much right as the millionaire to live a leisurely life.

Adult activity centers can have some work areas. These could include maintaining the facility as well as sub-contract work. The Federal Department of Labor issues a special certificate for activity centers which enables the severely handicapped to produce at their own rate. They need not be paid any minimum rate. Under these circumstances, the severely retarded can work and receive a small wage without the economic pressures often superimposed by the sheltered workshop's need to cover excess overhead and remain financially solvent.

The establishment of adult activity centers will enable the trainable adult to remain in the community. The focus of the program will be to help these citizens to continually develop personal and social adjustment skills needed in the home and the community. Since community life is ever changing, the activity center program will have to be dynamic in character. The emphasis will be to make the trainable child a use-

ful citizen, a person who brings love and warmth to his family, who can learn to help at home, at school, and even provide services to the community.

I'll digress just a second with something that I think is very important for you. If we're going to have programs in which we will take people and put them into small living units in the community (Canada has a number of these), we're going to need people who are trained to operate units of this sort. We are going to need para-professionals, such as yourselves, who know the mentally retarded and who are willing to take them in and operate a profitable home for a number of these youngsters. I think this will be one place where the para-professionals for the retarded will work. They will not only work in this business; they will own and operate it. I hope that within the next ten years the Department of Mental Health will start adequately subsidizing operations of this sort.

If this should come about, I ask the question, "Where are we going to get trained people to operate these homes?" We certainly don't need teachers, because it won't be a teaching facility. We are going to need people who know the things you know about the retarded, who are dedicated to work with the retarded, and who are daring enough to enter into this type of a business venture.

I also see the role of the para-professional as developing into a more technical role. I foresee that teacher-aides will be making home visits in order to carry some of the education to the home. The teacher doesn't have time to do this; she has the class. Someone has to work with the parents. If you're going to teach a child how to make a bed, and the parents are willing to cooperate, they've got to teach it the same way you do. You've got to have the same goals. I think your role as para-professionals is going to expand in responsibility. I am personally very enthused and I hope you leave here like the termite who decided that he was going into the theatre -- and brought the house down!